



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Report to the Legislature: MCAS Academic Support Programs – Fiscal Year 2012

This report includes information that was available as of December 15, 2011 on fiscal year 2012 MCAS Academic Support Programs funded through line item 7061-9404. Data available as of that date show that 162,515 students from the classes of 2003-2016 are eligible to be served, and that 17,750, or 11 percent, are expected to be served.

October 2012

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148-4906

Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370

www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

Board of Elementary and Secondary Education Members

Ms. Maura Banta, Chair, Melrose
Ms. Beverly Holmes, Vice Chair, Springfield
Dr. Vanessa Calderón-Rosado, Milton
Ms. Harneen Chernow, Jamaica Plain
Mr. Gerald Chertavian, Cambridge
Mr. Ryan Casey, Chair, Student Advisory Council, Franklin
Ms. Ruth Kaplan, Brookline
Mr. Paul Reville, Secretary of Education, Worcester
Mr. David Roach, Sutton

Mitchell D. Chester, Ed.D., Commissioner and Secretary to the Board

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

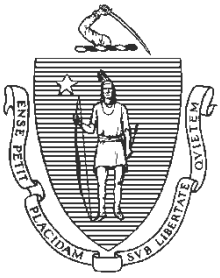
Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2012 Massachusetts Department of Elementary and Secondary Education
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu





Massachusetts Department of Elementary & Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

October 2012

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *MCAS Academic Support Programs Fiscal Year 2012 (FY12)* pursuant to Chapter 68 of the Acts of 2011, line item 7061-9404. This report provides information regarding FY12 MCAS academic support for the classes of 2003-2016 funded through line items 7061-9404 and 7027-0019.

MCAS Academic Support Programs include five grant programs, funded at nearly \$9.6 million in FY12, and one contract initiative, funded at \$750,000 with an additional \$2,000,000 available through a supplemental appropriation, Chapter 9 of the Acts of 2011, that could be used during FY12. Line item 7061-9404 funds the following school year and summer grant programs: District and Approved Private Special Education Schools and Collaboratives; One Stop Career Centers; Work and Learning Programs; Higher Education Institutions; and Collaborative Partnerships for Student Success. Line item 7027-0019 supports one annual competitive contract initiative: Connecting Activities (through Workforce Investment Boards).

The grant programs fund entities in virtually all parts of the state. Awards are based on local needs and program scope, and award amounts range from approximately \$500 to \$632,500. Connecting Activities are designed to drive and sustain the statewide school-to-career system. The contracts support the 16 local Workforce Investment Boards working in concert with their local youth councils to implement school-to-career policy and programming connected to MCAS support services in English language arts and mathematics.

Data available as of December 15, 2011 show that 162,515 students from the classes of 2003-2016 are eligible for services in FY12. Due to the limited funds available however, less than 11 percent (approximately 17,750 students) are expected to be served.

As in previous years, the Department of Elementary and Secondary Education will provide an addendum with additional information that will include the number of students who have passed the MCAS test and obtained a Competency Determination through these programs as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in FY12 school year and summer programs.

The addendum to the FY10 report was recently submitted, and highlights included that participants in MCAS Academic Support Programs **were 28 percentage points more likely to**

pass the grade 10 ELA and Mathematics MCAS tests than their eligible peers who did not participate. Similar to the FY12 numbers, in FY10 approximately 18,200 of the 170,500 eligible students from the classes of 2003-2014 were served — again only 11 percent of those eligible for services due to the limited funding available.

I thank you for your ongoing commitment to funding academic support for students to enable them to meet the Competency Determination. The Board of Elementary and Secondary Education views this as a priority that addresses proficiency gaps and promotes and supports student, school, and district success. I am available if you have questions or would like to discuss this further.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Table of Contents

Introduction	1
Eligible Students	2
Program Data.....	3
Funded Programs.....	4
Summary	6
Appendix A: Chapter 68 of the Acts of 2011, Line Items 7061-9404 and 7027-0019	7

Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: MCAS Academic Support Programs pursuant to Chapter 68 of the Acts of 2011, line item 7061-9404:

“...provided further, that the department shall issue a report not later than February 2, 2012, as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2016, inclusive, funded [7061-9404] and 7027-0019, school to work accounts, institutions of public higher education and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education...”

This report provides information regarding fiscal year 2012 MCAS Academic Support Programs for the classes of 2003-2016 funded through line items 7061-9404 and 7027-0019. In fiscal year 2012, line item 7061-9404 provided approximately \$9.6 million for services to be delivered through the five MCAS Academic Support Programs. This line item funds the following five school year/summer grant programs:

1. District/Approved Private Special Education Schools and Collaboratives;
2. One Stop Career Centers;
3. Work and Learning Programs;
4. Higher Education Institutions; and
5. Collaborative Partnerships for Student Success.

Fiscal year 2012 line item 7027-0019 provided \$750,000 for Connecting Activities contracts, with an additional \$2,000,000 available through a supplemental appropriation, Chapter 9 of the Acts of 2011, that could be used during FY12.

This report includes information on the number of students eligible to participate in these programs. While the Department is collecting data on all fiscal year 2012 MCAS Academic Support Programs, data regarding actual participation numbers are not yet available. Preliminary projections are based on the number of students expected to be served by grantees approved to operate fiscal year 2012 programs. The total also includes students who are projected to be served through additional grants to be awarded later in fiscal year 2012.

Eligible Students

In October 2006, the Board of Elementary and Secondary Education voted to amend the regulation on the Competency Determination (CD) that is required for high school graduation beginning with the class of 2010. Now students must either score at least 240 (*Proficient*) on both the grade 10 English Language Arts (ELA) and Mathematics MCAS tests or score at least 220 (*Needs Improvement*) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). The amendment also added science and technology/engineering subjects to the CD standard by requiring students to earn a scaled score of at least 220 on one of four high school MCAS tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. For more details, see <http://www.doe.mass.edu/mcas/graduation.html>.

As a result of these changes, student eligibility for MCAS Academic Support programs expanded in fiscal year 2008 to include students in grades 8-10 who scored in the *Needs Improvement* (level two) category on their most recent ELA and/or Mathematics MCAS. This was in addition to the already eligible students in grades 8-12 and post 12th graders who performed in the *Warning/Failing* category (level one) on their most recent ELA and/or Mathematics exams. Beginning in fiscal year 2009, the eligibility pool expanded further to include high school students who scored at level one on their most recent Science and Technology/Engineering MCAS. In fiscal year 2010, eligibility expanded again by allowing programs to also serve 8th graders at risk of scoring at level one on the Science and Technology/Engineering MCAS. The eligibility requirements remained the same for 2011 and 2012. The number of eligible students and young adults has nearly doubled from 88,000 in fiscal year 2007 to approximately 162,500 in fiscal year 2012.

This year, 79 percent of students eligible for services are in grade 8-11, while 13 percent are in 12th grade and 8 percent are post-12th graders.

Table 1: Eligibility by Class Year (classes of 2003-2016) in FY12

	Number of students	% of total eligible students
Classes of 2003-2011	12,670	8%
Class of 2012 (gr.12)	20,732	13%
Class of 2013 (gr.11)	20,513	13%
Class of 2014 (gr.10)	34,013	21%
Class of 2015 (gr.9)	37,612	23%
Class of 2016 (gr.8)	36,975	22%

Source: MCAS files, Student Information Management System

Program Data

Table 1 categorizes the different providers of MCAS Academic Support services funded through line items 7061-9404 and 7027-0019, and shows the estimated number of eligible students who are expected to be served in fiscal year 2012. These numbers do not include information on 7027-0019 funded programs that do not directly provide, or make referrals to, MCAS Academic Support services. Also, these numbers are estimates based on the proposed number of students who will be served by entities that have already been awarded grants as well as the anticipated number who will be served for grant programs that have not yet been awarded.

Table 1: MCAS Academic Support Programs and Contract Initiative, FY12

Funded Program/Contract Type - <i>Allocation (A), Competitive (C), and Competitive Contract (CC)</i>	Eligible Students	Entities Funded	Students to be Served
Districts and Approved Private Special Education Schools/Collaboratives (A)	162,515	160	14,550
One Stop Career Centers (C)	9,535	20	1,100
Work and Learning Programs (C)	17,410	13	650
Higher Education Institutions (C)	26,147	10	750
Collaborative Partnerships for Student Success (CPSS) (C)	108,601	TBD	TBD
Workforce Investment Boards for Connecting Activities (CC)	25,962	16	700
Totals	162,515	219	17,750

Source: MCAS files, Student Information Management System, and grant recipient reports

Note: Entities funded are as of December 15, 2011. The CPSS grants are still to be determined (TBD)

The total number of students who are expected to be served by higher education institutions includes those who will be served through the Higher Education Institution focused grant program (600 students), as well as through the Work and Learning program. Approximately 150 out of the 750 students in the Work and Learning programs will be served by higher education institutions (community colleges). The remaining 500 students will be served by other types of entities, such as high schools and WIBs.

The competitive contracts for Connecting Activities do not have eligibility requirements based on MCAS scores. The 700 students included in Table 1 are students from the classes of 2003-2013 who will receive MCAS support through an integrated work and learning model and a structured internship. Beyond this, contract recipients will arrange internships and co-op placements for an additional 8,000 students who will not receive MCAS support as part of their program.

The total number of eligible students listed in Table 1, 162,515, is an unduplicated count equal to the total number of eligible students across the state. Allocation grant programs may serve any of these eligible students, while competitive grant programs have more limited eligibility based on targeted populations. The total number of students proposed to be served, 17,750, however, counts some students more than once. Students may be included in more than one grant program. Actual program enrollment data received after fiscal year 2012 will allow the Department to

generate an unduplicated count of students served based on State Assigned Student Identifiers (SASIDs). Additionally, the total number of funded entities counts some providers more than once, as some entities receive more than one grant.

While the type of students served varies by grant program, eligibility generally includes all or a subset of the following:

- members of the classes of 2003-2011 (post 12th graders) who scored below 220 (in the *Warning/Failing* level) on the grade 10 ELA and/or Mathematics MCAS or subsequent retests;
- members of the classes of 2010-2016 (grades 8-12 and post 12th graders from the classes of 2010 and 2011) who scored below 220 (in the *Warning/Failing* level) on their most recent Science and Technology/Engineering MCAS;
- members of the classes of 2012-2016 (grades 8-12) who scored below 240 (in the *Warning/Failing* or *Needs Improvement* levels) on their most recent ELA or Mathematics MCAS; and

Funded Programs

As noted above, student services funded through these line items are provided through five school year/summer grant programs and one annual competitive contract initiative. Below are brief descriptions of the types of services offered through these programs.

I. Grant Programs (7061-9404)

The Academic Support grant programs supported through line item 7061-9404 fund entities in virtually all parts of the state. Awards are based on local needs and program scope and amounts range from approximately \$500 to \$632,500. Funded entities include school districts, one stop career centers, higher education institutions, WIBs, regional employment boards, private industry councils, and approved private special education schools, and educational collaboratives. Grants are distributed either through an allocation or a competitive process, as described below. More details on these grants can be found at <http://www.doe.mass.edu/as/grants/>.

- Allocation Grants (7061-9404)

1. *Districts and Approved Private Special Education Schools / Collaboratives*: One of the five grant programs is an allocation grant that provides funding for any eligible entity that meets program requirements. The purpose of this program is to enhance academic support services for the students in the classes of 2003-2016 who have not yet earned their CD. A list of eligible entities can be found at: www.doe.mass.edu/as/grants/fy12_632-625amounts.xls.

- Competitive Grants (7061-9404)

The four remaining grant programs distribute funds through a competitive process that awards funding to the proposals that best demonstrate quality programming that will be run in accordance with program goals and grant requirements.

2. *One Stop Career Centers*: The purpose of this grant program is to broker options that address the unique academic, employment, and career needs of post 12th graders and high school seniors (classes of 2003-2012) who need further support to attain the skills necessary to earn their CD. Within each funded region, the services leverage existing opportunities available to students for support in ELA and Mathematics. Grantees are posted to: <http://www.doe.mass.edu/as/pathways/centers.html>.
3. *Work and Learning Programs*: The purpose of this grant program is to provide quality innovative and intensive instruction in ELA, Mathematics, and Science and Technology/Engineering through *work and learning* programs for students in the classes of 2003-2015 who have not yet earned their CD. A list of grantees can be found at: <http://www.doe.mass.edu/as/pathways/worklearn.html>.
4. *Higher Education Institutions and Partners*: The purpose of this grant program is to provide academic instruction in ELA, Mathematics, and Science and Technology/Engineering as well as support services that enable students from the classes of 2003-2014 to continue to pursue their CD while providing pathways to further education. A list of grantees is available at: <http://www.doe.mass.edu/as/pathways/colleges.html>.
5. *Collaborative Partnerships for Student Success*: The purpose of this grant program is the development of Collaborative Partnerships for Student Success (CPSS) to supplement existing district resources. Goals include:
 - a. assisting students with the transition into the early high school years as a part of a comprehensive intervention process to help students earn their CD on their initial try in the spring of their 10th grade year;
 - b. increasing student (and family) awareness of the purposefulness of their high school experience in relation to future opportunities through the development of preliminary career and college plans;
 - c. increasing school district and community partners' ability to provide school year and summer academic support to eligible students in ELA, Mathematics, and/or Science and Technology/Engineering;
 - d. developing a CPSS product (or more than one) to increase students' college and career readiness; and/or
 - e. using the behavioral health and public schools assessment tool.

A grantee list will be posted in late winter at <http://www.doe.mass.edu/as/grants/?fc=619>.

II. Competitive Contracts (7027-0019)

1. *Connecting Activities, through Workforce Investment Boards (WIBs)*: The competitive contracts funded by line item 7027-0019 support Connecting Activities through WIBs. This initiative is designed to drive and sustain the statewide school-to-career system. The Connecting Activities contracts support the 16 local WIBs working in concert with their local youth councils to implement school-to-career policy and programming connected to MCAS support services in ELA and Mathematics. A list of these WIBs can be found at <http://www.massworkforce.com/region-map.php>.

Summary

This report includes the preliminary information available as of December 15, 2011 on fiscal year 2012 programs. Data available as of that date show that nearly 162,515 students from the classes of 2003-2016 are eligible to be served, and that 17,750 or 11 percent are expected to be served in fiscal year 2012 MCAS Academic Support programs.

In fiscal year 2012, line item 7061-9404 provided nearly \$9.6 million for services to be delivered through the five MCAS Academic Support programs. Line item 7027-0019 provides \$750,000 for the Connecting Activities contracts, and a fiscal year 2011 supplemental appropriation provides an additional \$2,000,000 that can be used during fiscal year 2012. The text of both line items can be found at <http://www.malegislature.gov/Laws/SessionLaws/Acts/2011/Chapter68>, and is reprinted in Appendix A attached to this report.

As in previous years, the Department will provide additional information in a subsequent report that will be submitted as an addendum to the fiscal year 2012 report. It will include the number of students who have passed the MCAS assessment and obtained a CD through these programs as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in fiscal year 2012 school year and summer programs.

For additional information on programs or this report, visit the Academic Support website <http://www.doe.mass.edu/as> or contact Associate Commissioner John L.G. Bynoe, III or Data Specialist Allison Smith via AcSupport@doe.mass.edu or 781-338-3010.

Appendix A: Chapter 68 of the Acts of 2011, Line Items 7061-9404 and 7027-0019

7061-9404 MCAS LOW-SCORING STUDENT SUPPORT

For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003 to 2016, inclusive, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system, MCAS, exam established by the board of elementary and secondary education pursuant to the provisions of sections 1D and 1I of said chapter 69 of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing in accordance with said sections 1J and 1K of said chapter 69; provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2012, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003 to 2014, inclusive, who may have completed all other high school requirements but have not yet obtained a competency determination as defined in said section 1D of said chapter 69 as measured by the MCAS assessment instrument authorized by said section 1I of said chapter 69, but who are working to pass the English, math, and Science, Technology, and Engineering MCAS tests, obtain a competency determination and earn a high school diploma; provided further, that for the purpose of the programs, appropriated funds may be expended through August 31, 2012, to allow for summer remediation programs; provided further, that not less than \$200,000 shall be expended for JFY Networks for the purposes of enhancing student performance and addressing achievement gaps through the use of instructional software, teacher training, and support; provided further, that funds shall be expended for competitive grants to fund Pathways programs targeting students in the graduating classes of 2003-2015, instituted by local school districts, public institutions of higher education and qualified public and private educational services organizations and One Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2016, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams or level 1 on Science, Technology and Engineering MCAS; provided further, that the department of elementary and secondary education may give preference for such assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English,

math and Science, Technology and Engineering; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this appropriation until the district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of said section 1I of said chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and practices in school districts with a large percentage of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2012, as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2016, inclusive, funded by [7061-9404] and 7027-0019, school to work accounts, institutions of public higher education and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education; provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town or regional school district and held in a separate account and shall be expended by the school committee of such city, town or regional school district without further appropriation, notwithstanding any general or special law to the contrary; and provided further, that no funds shall be expended for personnel costs. **\$9,575,175**

7027-0019 SCHOOL-TO-CAREER CONNECTING ACTIVITIES

For school-to-career connecting activities; provided, that notwithstanding any general or special law to the contrary, the board of elementary and secondary education, in cooperation with the department of workforce development and the state workforce investment board, may establish and support a public-private partnership to link high school students with economic and learning opportunities on the job as part of the school-to-work transition program; provided further, that such program may include the award of matching grants to workforce investment boards or other local public-private partnerships involving local community job commitments and work site learning opportunities for students; provided further, that the grants shall require at least a 200 [percent] match in wages for the students from private sector participants; provided further, that the program shall include, but not be limited to, a provision that business leaders commit resources to pay salaries, to provide mentoring and instruction on the job and to work closely with teachers; provided further, that public funds shall assume the costs of connecting schools and businesses to ensure that students serve productively on the job; and provided further, that no funds shall be expended for personnel costs, prior appropriation continued. **\$750,000***

*A supplemental appropriation, Chapter 9 of the Acts of 2011, made an additional \$2,000,000 available for 7027-0019 that will be used during fiscal year 2012 as well.